

Little Hearts Day Nursery

25 Harry Rose Road, COVENTRY, CV2 5AT

Inspection date	06/11/2012
Previous inspection date	08/04/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The warm and welcoming environment created by staff helps children to feel settled, and the effective key person system means that children form strong attachments which results in their individual needs being met.
- Actions taken to manage or eliminate risks are effective. Safety of the environment and equipment is good and the steps taken to safeguard children and promote children's good health are effective.
- The provider and staff demonstrate a strong commitment to sustained improvement. The provider works alongside staff in order to help them identify and address any practice issues.
- Resources are varied, of a good quality and well-organised on low-level shelving so that they are easily accessible for all children to self-select.

It is not yet outstanding because

- There is some inconsistent practice with regard to promoting mathematical development in line with children's different ages and stages of development.
- There is a lack of flexibility for children with regard to their use of the outdoor play area.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in all rooms and the outdoor learning environment.
- The inspector held meetings with the provider/manager of the provision and spoke to staff and children.
- The inspector conducted a joint observation with the owner/manager.
The inspector looked at a selection of children's assessment records and planning,
- evidence of suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation.
- The inspector took account of the views of parents.

Inspector

Jan Burnet

Full Report

Information about the setting

Little Hearts Day Nursery opened in 2008 and is privately owned. It operates from two rooms within a single storey converted building in Wyken, Coventry. Access is at ground level. There is a fully enclosed play area available for outdoor play. Operational times are Monday to Friday all year round from 7.45am until 6pm. Children are able to attend for a variety of sessions.

The nursery is registered by Ofsted on the Early Years Register. There are currently 39 children on roll and a maximum of 30 attend at any one time. Children attending are all within the early years age group. The nursery supports children with special educational needs and/or disabilities and offers free funding for three- and four-year-olds.

The provider/manager and a team of nine qualified staff care for the children. The provider holds an early years qualification to Level 4 and six staff members are qualified to Level 3. Other staff hold Level 2 qualifications.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend opportunities for children to make choices by arranging more flexible use of indoor and outdoor space
- monitor the adult-led activities used to promote children's mathematical development to make sure they are consistently adapted to reflect children's different ages and stages of development.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The provider/manager and staff are aware of the revisions to the Statutory Framework for the Early Years Foundation Stage. They are successfully assessing children's progress in accordance with the prime and specific areas of learning and work effectively with parents to make sure that all children make progress. Starting points for assessment are obtained from parents during their child's settling-in period and information is continually shared verbally between key persons and parents. Assessment records are always available and parents' evenings are arranged twice a year. Currently there are no children attending any other early years provision. However, the provider is aware of the importance of liaising with other settings, with parents' involvement, in order to ensure continuity of care and learning.

Children are happy, confident and settled and relationships are good. Their independence is promoted well by staff in various ways. For example, older children are encouraged to serve their own meal at lunchtime and children aged under two years are encouraged to feed themselves. Staff demonstrate a good knowledge of young children's different stages of development as they provide appropriate tools. Babies aged between one and two

years use a spoon and learn to stab with a fork, and two-year-old children are able to successfully push food onto a fork with a safe knife. Children learn to use scissors that are suitable for their different abilities and enable them to build on learned skills. All children are able to easily access toys and equipment that are suitable for their different stages of development. These are stored on low-level storage units so that children can self-select; promoting their independence. Staff encourage children to collect and put on their own coat, hat and boots. They readily do so and confidently ask for help with fasteners if they need it. All children enjoy access to the outdoor play area for periods of time on a daily basis. However, individual children are not able to make choices about indoor or outdoor play as all children in their group access the area at the same time. Consequently, this has some impact on their independence and ability to make choices.

Mathematical development is promoted by staff as they support children's play. Babies problem solve as they play with a good range of resources. For example, as they match shapes and post them into sorters, or learn to compare size as they play with stacking beakers. Staff encourage the development of manipulative skills and promote counting with one-to-one correspondence as babies build with three bricks and thread cotton reels. Children aged between two and four years sometimes choose to sit at a table in an area of their room where resources specifically promote mathematical development. A current teaching focus for the older and more able children is to recognise and write numerals with the use of resources, such as flash cards. However, when two-year-old children show an interest in this adult-led activity, staff do not always adapt the teaching focus to ensure that the younger children are encouraged and supported according to their age and stage. Children in both playrooms enjoy easy access to books. Babies enjoy looking at the pictures of animals in books and repeating the sounds that they make. Staff encourage children's thinking and language development as they ask open questions and engage in conversation with children. Pencil control is developing well as children enjoy easy access to different writing materials. Older children recognise their name and copy name cards in order to label their own pictures, and this helps them to prepare for their future learning.

Children's physical development is promoted well in their own outdoor area and also in the playground and hall of the local school. The choice of equipment ensures that all children are challenged effectively. Resources such as sand, construction and role play toys are accessible in the outdoor area as well as in playrooms. Children explore change as they make their own play dough. They take turns to add water to flour in a bowl and then stir with a wooden spoon. The mixture is then divided between them and they mould it with their fingers.

The contribution of the early years provision to the well-being of children

An effective key person system ensures that children are settled, happy and confident. Relationships at all levels are strong. Successful handover systems within the nursery ensure children are well supported at times of change. For example, they are introduced to their new key person and spend time visiting their new room so that they can become familiar with these before they move. Children behave well and older children readily share and take turns, for example, they use timers to ensure that all have equal turns riding on wheeled toys. Their self-esteem is promoted well by staff with the use of positive

reinforcement. The range of resources is good and children confidently make choices about what they want to play with. Staff offer good support to ensure that children make progress. Young children play happily alongside others and seek out staff for support; and have made friends with older children. Staff are good role models. They know the children very well, building a secure knowledge of their needs and interests. They work closely with parents and other professionals to ensure any additional or medical needs are met. Comprehensive records are kept of any accidents or medication and all staff are clear about children's allergies or food preferences, which ensure children's needs are met and respected.

Information provided by parents as they settle their child in is thorough. Admission forms include detail on their child's individual care needs and staff ensure that they engage with parents at this time to obtain information on the child's stage of development. Parents are provided with information on a full range of policies, including illness and accidents. A very high priority is given to children's health and safety. Meals and snacks are healthy, nutritious and varied. Children readily address their own personal hygiene needs and their learning is supported with a range of posters showing, for example, how to wash their hands thoroughly. Children learn how to keep themselves safe. They help staff to sweep up leaves in the outdoor area and know that they could easily slip over on them. They learn how to cross the road safely and regularly practise the fire drill. This learning is extended as they regularly visit the local fire station.

The effectiveness of the leadership and management of the early years provision

Good systems are in place to ensure sustained improvement to the quality of care and learning for children and their families. The provider/manager and staff are aware of the requirements of the revised Statutory Framework for the Early Years Foundation Stage and documentation for recording observations and assessment has been amended. The provider monitors the education programme with good effect and children are challenged effectively to reach next learning steps. Support is welcomed from local early years advisors and the nursery is linked to a quality assurance scheme. The provider has effective systems in place for the performance management and continuous development of staff, who demonstrate a strong commitment to improving their knowledge and skills. All staff access training on safeguarding, first aid and food hygiene every three years. There was one action and two recommendations raised at the time of the last inspection and all have been addressed well. Requirements for staff to child ratios and the percentage of qualified staff exceed requirements.

Procedures to safeguard children are robust as the provider and staff are aware of their responsibilities with regard to recognising the signs of abuse and neglect and protecting children from abuse. Information on the Coventry Safeguarding Children Board procedures is easily accessible and a safeguarding policy contains required information. This policy and a range of other policies, including complaints, are provided for parents. Recruitment and selection procedures are clear and staff are not allowed unsupervised access to children until all checks are completed. Welfare requirements are being met and children's health and safety is promoted well. The nursery received the highest possible score

following a recent environmental health inspection.

The key person system is effective. Close bonds are formed between staff and the children in their group and parents are aware of who is their child's key person. Parents are keen to share very positive views on the service provided by the nursery. The provider and staff team address inclusion well. They are proactive in finding out all about individual children and successful in raising children's awareness of diversity. Inclusion is given a high priority and staff work effectively with other professionals to ensure that a child receives the support that they need. Partnerships with other providers are not currently applicable but staff have experience of ensuring continuity for children.

What inspection judgements mean

Registered early years provision		
Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early

Years Foundation Stage.

Setting details

Unique reference number	EY382900
Local authority	Coventry
Inspection number	821609
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	39
Name of provider	Nicky Sarah McGowan
Date of previous inspection	08/04/2009
Telephone number	02476 652803

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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